

# INDIANA DEPARTMENT OF EDUCATION SUPPLEMENTAL EDUCATIONAL SERVICES

## 2007-2008 COMPLIANCE AND ON-SITE MONITORING REPORT FOR:

**Boys and Girls Club of Northwest Indiana**

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
<b>Tutor Qualifications</b>	<i>Satisfactory</i>	<b>Lesson matches original description</b>	<i>3 Meets Standards</i>	<b>Criminal Background Checks</b>	<i>In Compliance</i>
<b>Recruiting Materials</b>	<i>Unsatisfactory</i>	<b>Instruction is clear</b>	<i>2.5 Between Approaching &amp; Meeting Standards</i>	<b>Health/safety laws &amp; regulations</b>	<i>In Compliance</i>
<b>Academic Program</b>	<i>Unsatisfactory</i>	<b>Time on task is appropriate</b>	<i>3 Meets Standards</i>	<b>Financial viability</b>	<i>In Compliance</i>
<b>Progress Reporting</b>	<i>Unsatisfactory</i>	<b>Instructor is appropriately knowledgeable</b>	<i>2.5 Between Approaching &amp; Meeting Standards</i>		
<b>Assessment and Individual Program Design</b>	<i>Satisfactory</i>	<b>Student/instructor ratio: 3:1</b>	<i>3 Meets Standards</i>		

### ACTION NEEDED: NONE

- Provider is required to implement corrective actions that will ensure:
  - All tutors have lesson plans developed and readily available;
  - Lesson plans include clear objectives, Indiana standards to be covered in the lesson, materials and educational activities to be used during the lesson, instructional techniques for reaching lesson objectives, and incorporate curriculum materials described in Boys & Girls Clubs of Northwest Indiana's original application or any subsequently approved amendments;

- Progress reports will include all of IDOE's required components;
- Goals identified in progress reports and learning plans will be specific and measurable;
- Students will work solely on goals identified in SES Agreements and learning plans;
- Instruction is clear by encouraging tutors to communicate to students what is to be learned, appropriately utilize methods of adjusted instruction when necessary, and utilize methods of scaffolded instruction when introducing new or difficult concepts;
- Tutors provide direct instruction that extends beyond answering student questions or reviewing directions;
- Tutors are able to implement multiple instructional strategies as necessary.

## On-site Monitoring Visit Rubric DOCUMENT ANALYSIS Components

**NAME OF PROVIDER:** Boys & Girls Club of Northwest Indiana  
**REVIEWER:** S.T.

**DATE DOCUMENTATION RECEIVED:** May 7, 2008

Providers are required to submit documentation for each component during the site visit. If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.** Providers will be given an Unsatisfactory or Satisfactory for each component. Providers receiving an Unsatisfactory for any component may be required to address deficiencies within 7 calendar days of receiving their final report.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Tutor qualifications	<b>BOTH</b> of the following: -Tutor resumes/applications ( <u>all tutors</u> ) -Documentation of professional development opportunities in which tutors have participated (i.e. sign-sheets, agendas, presentations, certificates of completion, etc.)  <i><b>In addition to:</b></i> <b>ONE</b> of the following: -Tutor evaluations ( <u>all tutors</u> ) -Recruiting policy for tutors ( <u>one copy</u> ) -Sample tutor contract ( <u>one copy</u> )	-Resumes -Certificate of completion, Sign-in sheets -Agenda		<b>X</b>	-Tutors meet provider's minimum tutor qualification of having at least two years of study at an institution of higher education; -Documentation tutors have completed professional development training was submitted.
Recruiting materials	<b>TWO</b> of the following:          -Advertising or recruitment fliers -Incentives policy -Program description for parents	-Recruitment flyer -Program description for parents	<b>X</b>		-Recruitment flyer is in line with provider's application. -While some of the program description for parents matches the provider's application (it describes the use of high-yield learning activities and the Woodcock Johnson assessment), other parts of the description are not in line with the provider's application. For instance, the description shares details on the provider's "chosen supplemental curriculum the Afternoon Achievers Program" which is not described in the provider's approved application. In addition, although the PLATO system is described in the application, there is no mention of how PLATO will be integrated into the program for curriculum and assessment purposes or a description of how PLATO will be used to "design a tutoring program specifically to address the needs identified by each student" in the program description provided to parents.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Academic Program	<p><b>ONE</b> of the following:</p> <p>-Lesson plan(s) for the observed tutoring session(s) and for each subject in which provider tutors</p> <p><i><b>In addition to:</b></i></p> <p><b>ONE</b> of the following:</p> <p>-Specific connections to Indiana standards (cite exact IN standard to which lesson connects)</p> <p>-Description of connections to curriculum of EACH district the provider works with.</p>	<p>-Lesson plan</p> <p>-Connection to Indiana Academic Standards</p>	<b>X</b>		<p>-During the monitoring visit, the tutor stated no lesson plans were available. In addition, the lesson plan that was submitted for documentation purposes only included a list of names of the activities (i.e. Computer Lab: Funbrain.com, etc.) students completed during the observation and does not share an actual plan for students or any other important details such as materials to be used, lesson objectives, when or if students will have guided practice, or include instructional strategies that would be used during the lesson.</p> <p>-Provider's academic program includes the Afternoon Achiever's curriculum although this was not included in the approved application;</p> <p>-Lesson appears to connect to Indiana Academic Standards.</p>
Progress Reporting	<p><b>ALL</b> of the following:</p> <p>-Progress reports (see IDOE e-mail for details regarding the request for progress reports)</p> <p>-Timeline for sending progress reports</p> <p>-Documentation of reports sent</p>	<p>-Progress reports</p> <p>-SES Agreements</p> <p>-SES Contracts</p> <p>-Progress reporting timeline</p>	<b>X</b>		<p>-Based upon district reporting, provider has submitted progress reports to the district in a timely manner;</p> <p>-Some goals listed in progress reports are vague with no clear objectives or timetables. For instance, one progress report states the student's goal is to "work on reading fluency" but does not describe how this will be measured or the amount of increase that is expected. In addition, some progress reports include goals related to standards upon which students will work that were not identified as areas for improvement in students' SES Agreements. For instance, one student's progress report describes a student's goal in math was to work on measurement, pre-algebra and geometry concepts while this student's SES Agreement states he/she will work on the number sense and problem solving standards. Also, some progress reports do not include all of IDOE's required progress reporting components (see memo sent to providers in December 2007). For example, some reports do not include student goals, student strengths or areas in need of improvement. Also, progress reports do not provide specific information regarding how students are improving in their academic achievement. The reports share whether student progress is "very significant, significant, little progress or no progress" but no specific information explaining how these ratings were determined or how the student is improving is provided.</p>

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Assessment and Individual Program Design	<p><b>ALL</b> of the following:</p> <p>-Explanation of the process provider uses to develop Individual learning plans for each student</p> <p>- Pre-assessment scores and Individual learning plan for at least one student in each subject provider tutors (any identifying information for the student(s) must be blanked out)</p> <p>-Explanation and evidence regarding how provider’s pre and post-test assessment correlates to Indiana academic standards.</p>	<p>-Explanation of process used to develop learning plans</p> <p>-Pre-assessment scores and individual learning plans</p>		<b>X</b>	<p>-Learning plan development process appropriately includes the use of pre-assessment results to identify student skill gaps and develop goals and learning plans to address areas in need of improvement;</p> <p>-Learning plans include assessment results, standards upon which students will work and anticipated levels of growth to be achieved after completion of the program.</p>

**On-site Monitoring Rubric**  
**OBSERVATION Components**

**NAME OF PROVIDER:** Boys & Girls Club of Northwest Indiana  
**SITE:** Boys & Girls Club located at 225 5<sup>th</sup> Avenue Gary, IN  
**TUTOR’S INITIALS (ALL TUTORS OBSERVED):** J.W.  
**NUMBER OF LESSONS OBSERVED:** 1

**DATE:** April 22, 2008  
**REVIEWER:** S.T.  
**TIME OF OBSERVATION:** 3:15 p.m.

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a score of 1-4 points for each component. Providers receiving “1 or 2 points” on any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Lesson matches original description in provider application			X		<p>-Three students worked with their tutor in a computer lab. Two students worked independently on educational computer games on language arts and math. One student worked on finishing a homework assignment. When this student was finished, he/she joined the other two students and began to work on a tic-tac-toe computer game using addition and subtraction. The tutor periodically visited each student to see if they needed any assistance.</p> <p>-For the most part, the observed lesson was in line with description in provider’s application.</p>
Instruction is clear		2.5			<p>-The tutor was observed appropriately using modified correction when a student did not understand how to add monetary units and the tutor guided the student to the solution by reviewing addition tips rather than simply giving the student the answer;</p> <p>-However, the tutor did not communicate what was to be learned from the computer activities and there did not appear to be any clear or specific objectives for lessons. Because of this, the linkage between the computer activity each student completed and each student’s skill gaps identified by pre-tests was not always clear. It was also not always evident how the computer activities upon which students worked or the tutoring program in general focused specifically on individual student needs and standards/skill gaps identified as in need of improvement on pre-tests. While the tutor explained activities were selected based on pre-test scores, students were able to select and switch</p>

					activities at will with what appeared to be little to no linkage to a specific lesson or goal based on the pre-test. It was not clear that the tutor was aware of the specific linkage to each student's needs or lesson goals (although the tutor was able to share the subject areas such as language arts or math upon which each student was supposed to work) as the tutor did not have a lesson plan. In addition, when asked how the websites for students were selected, the tutor shared he/she knew of a few educational websites and encouraged students to use them rather but shared no information regarding how the computer lab activity was connected to each student's needs or lesson goals; -Although the tutor answered questions when students asked for assistance, he/she did not provide actual instruction or provide further explanation on the concepts or standards addressed in the computer activities students completed.
COMPONENT	<b>1 Below Standard</b>	<b>2 Approaching Standard</b>	<b>3 Meeting Standard</b>	<b>4 Exceeding Standard</b>	<b>REVIEWER COMMENTS</b>
Time on task is appropriate			<b>X</b>		-Students appeared to be adequately engaged with their lessons and on task most of the time. Occasionally, a few students had to be redirected but the tutor adequately utilized strategies that promoted time on task.
Instructor is appropriately knowledgeable		<b>2.5</b>			-The tutor had a good rapport with each student and clearly understood the concepts covered in the computer activities; -The tutor did not provide instruction to students (although the tutor answered questions as they arose) or assist students in connecting their computer activities to standards or larger academic concepts. In addition, the tutor was not always able to use different instructional strategies when a student did not understand the tutor's initial explanation. For instance, one student was completing a word scramble activity but could not fill in the letter blanks correctly because he/she in some cases could not correctly pronounce the word or in other cases could not correctly spell the word. Rather than attempting other alternative strategies or methods to further adjust instruction, the tutor repeatedly gave the student the same clue "it sounds like this" even when the student still appeared to have difficulty understanding this clue the first time. Lastly, it did not appear that lessons were actually pre-planned or structured to address individual student needs as no lesson plans were available for the day of the observation or any other day. It also appeared that the tutor selected educational websites for students to work on at will rather than basing student lessons on specific focus areas or skill gaps identified by the pre-test.
Student/instructor ratio: 3:1			<b>X</b>		-Student/instructor ratio is in line with ratio range (small or large group instruction) reported in the original provider application; -Small group instruction was observed as stated in provider's application.

# **On-site Monitoring Visit Rubric** **COMPLIANCE Components**

**NAME OF PROVIDER:** Boys & Girls Club of Northwest Indiana  
**REVIEWER:** S.T.

**DATE DOCUMENTATION RECEIVED:** May 7, 2008

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation listed for each component must be submitted as part of the site visit monitoring. If documentation is not available on-site, the director or head of the provider’s organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.**

If a provider is deemed to be in non-compliance with any component for which evidence has been requested, the provider may be contacted and may be required to develop and submit a corrective action plan for getting into compliance within 7 calendar days. If the corrective action plan is not submitted, if the corrective action plan is inappropriate or insufficient, or if the corrective action plan is not implemented, the provider may be removed from the state-approved list.

COMPONENT	REQUIRED DOCUMENTATION	DOCUMENTATION SUBMITTED (IDOE USE ONLY)	C	N-C
Criminal background checks	<b>ALL</b> of the following:  -Criminal background checks from an appropriate source for every tutor and any other employees working directly with children.	-Criminal history checks	<b>X</b>	
Health and safety laws and regulations	<b>ONE</b> of the following: -Student release policy(ies)  <i><b>In addition to:</b></i> <b>ONE</b> of the following: -Safety plans and/or records -Department of Health documentation of physical plant safety (if operating at a site other than a school) -Evacuation plans/policies (e.g., in case of fire, tornado, etc.) -Transportation policies (as applicable)	-Student release policy -Transportation policy	<b>X</b>	
Financial viability	<b>ONE</b> of the following: -Documentation of liability insurance coverage  <i><b>In addition to:</b></i> <b>ONE</b> of the following: -Audited financial statements -Tax return for the past two years	-Verification of liability insurance coverage -Audited financial statement	<b>X</b>	